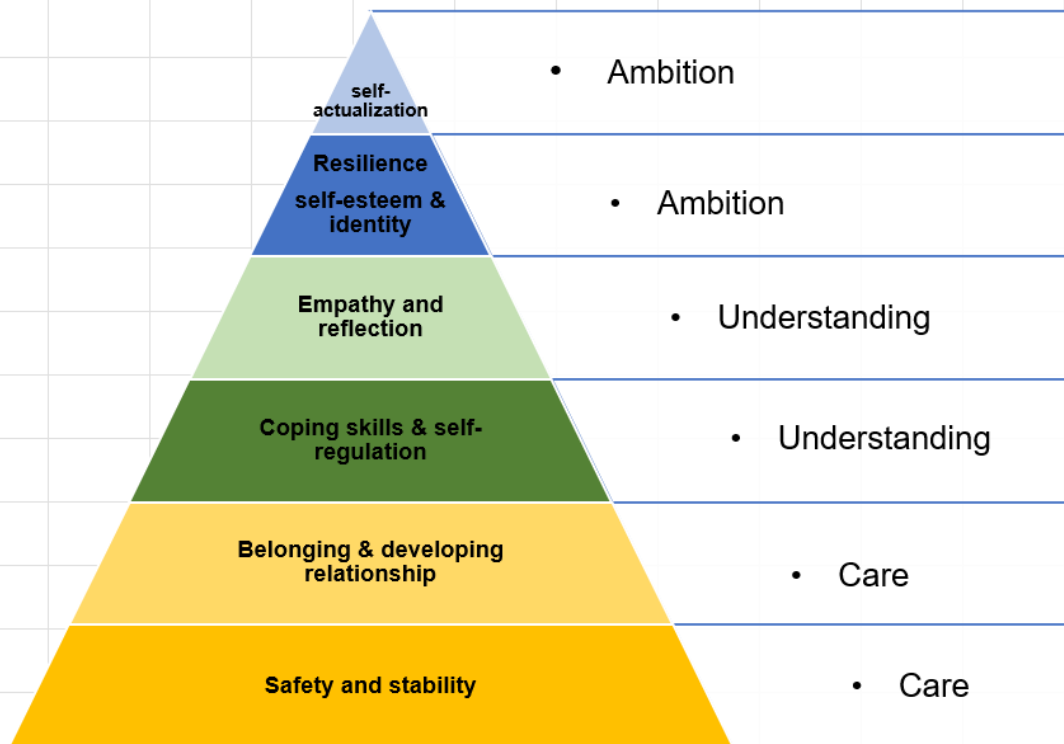




English at Stone Lodge

Pupils are assessed against our PON in this subject. Alongside rigorous academic assessments, this supports learning and professional dialogue on how to further support accessing this subject for the pupil. Where pupils are identified as at the bottom of the PON triangle, it may mean that intervention is not necessarily needed for closing the gap but may be needed to support self-esteem and to build confidence to engage with the subject again.









English at Stone Lodge Therapeutic School:

We believe that knowledge, understanding and the successful application of the English language is a fundamental life skill; it develops student's ability to communicate their experiences, desires and knowledge effectively and successfully. Throughout our school, we aim to nurture and develop independent writers and readers through purposeful and engaging lessons which link to our broad and balanced curriculum.

As a result of rigorous assessments, pupils in Y7-Y9 have a planned English language focus with exposure to a wide range of world literature.

Every English lesson follows a set structure to support the cognitive load of our pupils:

Connect 	Explain 	Example 	Attempt 	Apply 	Challenge 
Activate prior learning	Instruct vocabulary Explain core concepts	High-quality modelling Explicit direct instruction (My turn)	Guided practice Gradually reduce scaffold (Our turn)	Independent practice Application of new concept (Your turn)	Deepen understanding Sophisticate thinking

For those with specific gaps in their English knowledge- specialised individual lessons will focus on highlighted needs to consolidate grammar, spelling and written fluency to enable each student to flourish. Pixl assessments are used to identify pupil gaps and an intervention plan is put in place which is discussed with the English lead and our intervention lead in school.

READING AT STONE LODGE

All English lessons have a focus on reading fluency. This is either using echo reading or paired reading. One lesson per week focuses further on the engagement of reading with a further opportunity to read weekly newspapers at the beginning of the lesson.

All pupils have timetabled R & R (Read and Regulate) lessons in which gives pupils time to read their levelled literature and quiz on accelerated reader. R & R has further supported reluctant readers to engage using alternatives such as films with subtitles, word games, audio books etc.

Freshstart is used to assess pupils for their phonological awareness and fluency to identify pupils who need intensive support.

We have further used accelerated reader to identify readers who require:

Urgent intervention, intervention or on watch. Accelerated reader further ensures all our pupils access the literature that is at the correct level for them and supports their language comprehension.

Our SALT, Dr Hannah Dyson, is our reading lead. She has a PhD in the relationship between vocabulary and learning to read. Hannah has completed CELF assessments for all our pupils in following directions, word definition, formulated sentences. This data has informed our curriculum choice and our school focus on how to support our pupils with the development of vocabulary in English and across the curriculum.

At the end of KS3:

There are four separate curriculum areas in KS3 English: reading, writing, grammar and vocabulary, spoken English. To examine each area, students will read a wide range of fiction and non-fiction texts, including whole books, short stories, poems and plays from a variety of genres, historical periods, forms and authors.

They will develop their understanding of increasingly challenging texts through learning new vocabulary, using context and making inferences and referring to evidence in the text, and using

At the end of KS4:

English GCSE promotes high standards of language and literacy. It equips students to use the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Reading and writing in GCSE English allows students to read easily, fluently and with good understanding. It allows students to acquire a wide vocabulary and gain an understanding of grammar and knowledge of linguistic conventions. By using a variety of texts, students will continue to develop a appreciate our rich and

REACH

Our REACH English Curriculum is designed to equip students with the necessary language skills to thrive in their chosen vocational fields.

Recognizing the diverse needs and aspirations of our students, our curriculum emphasizes practical language use relevant to their future careers. Through a combination of interactive lessons, real-world scenarios, and targeted language exercises, we aim to empower students to communicate effectively, collaborate efficiently, and succeed professionally.

<p>their knowledge of purpose, audience and context to help their understanding. They will learn to summarise and organise their material and apply their growing knowledge of vocabulary, grammar and text structure to their writing.</p> <p>In addition to reading and writing, students will be taught to speak confidently and effectively, expressing their point of view, keeping to the point and using Standard English. Speaking and listening will cover a range of contexts, including classroom discussions, speeches and presentations.</p> <p>Pixl assessments are used to identify gaps in knowledge. Where needed intervention is used to support in closing the gap.</p>	<p>varied literary heritage and through this they will build on previous skills to be able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.</p> <p>Speaking and listening in GCSE English ensures students can listen to a discussion in order to learn; that they are able to elaborate and explain clearly their understanding and ideas, and that they are able to take part in speaking and listening activities, making formal presentations, demonstrating to others and participating in debate.</p> <p>GCSE chosen at the end of year 11: AQA Language as standard and AQA Literature and an option.</p>	<p>At the end of year 11 students will take the English Language GCSE or complete a Functional Skills Qualification</p> <p>POST 16</p> <p>Learners will have the skills to complete further study or work post 16.</p> <p>They will have developed cultural capital allowing them to be a successful and positive members of society and they will hopefully go on to continue to build on their love of the subject area, able to share their thoughts, ideas and beliefs with others.</p>
<p>Literacy opportunities:</p> <ul style="list-style-type: none"> • Speaking and listening during class discussions. • Reading a variety of texts types and difficulties. • Extended writing and note taking skills. • Discussion of texts • Spelling, punctuation and grammar throughout each activity. 	<p>Maths opportunities:</p> <ul style="list-style-type: none"> • Looking for patterns in language. • Prediction exercises. • Etymology of words linked to maths vocabulary. 	<p>Life skills and out of school experiences:</p> <ul style="list-style-type: none"> • ASDAN programme further supports opportunities for our learners to apply speaking and listening skills • Smart schools council-democracy/British values • Cultural visits • Real life experiences-ordering drinks and food

Pedagogy:

- In lessons, the English content is delivered coherently, developing on skills year by year. The KS3 course is split into 3 years groups with increasing complexity of texts and written work. Each unit of work revisits grammatical skills and reading comprehension enabling students to develop these key skills, embedding and improving over time.
- Each lesson begins with a 'Connect' activity to consolidate learning from the previous lesson and highlight any areas that may still need recapping.
- Vocabulary is systematically built into the curriculum. Repetition of key words and phrases (sentence stems) are linked to daily tasks and whole schemes.
- Questioning and retrieval practise ensures all students retain their new learning.

How does your subject allow you to develop the pupils understanding of PSHE and British values? Please give examples:

- Respecting others' viewpoints in discussions.
- Considering other cultures, customs, beliefs and religions in set texts.
- Exploration of justice in set texts.
- Understanding our rights and responsibilities through characters and plot.

How does your subject and its delivery help pupils develop their essential skills? Please give examples:



Listening- To discussions and responses to questioning. Listening to instructions and guidance.

Speaking- To answer or understand a question or task. To give an opinion on a text and share ideas.

Problem Solving- Every time we read, write or speak we are problem solving- choosing language in each area to be heard and to be understood.

Creativity- In English we write creatively and through plays and poems (drama) we create scenes and characters.

Staying positive- Having the resilience to try again and to re-draft and re-write ideas and answers. To stick with a difficult essay or presentation.

Aiming High- Extension tasks to aim high. Texts which inspire and stretch reading age/level. To read examples of other students work to inspire greater depth.

Leadership- Leading on group work in drama activity or speaking and listening. Working independently.

Teamwork- Working as a group in drama activities and when reading together in group work. Creating presentations and displays. Building on other students answers to extend discussions.

How else does your curriculum and delivery help the pupils prepare for life after Stone Lodge Therapeutic School; including their careers? Please give examples:

- Respect for each other.
- Perseverance to complete a task.

- Listening to another point of view and being able to respond to it clearly and fairly.
- Being able to read and write with fluency and understanding.
- To read for pleasure.

Assessment:

- 3 assessment points per year- in terms 2,4,6.
- Assessments are then linked to their IEP targets.
- Live marking and verbal feedback through questioning in every lesson.
- Pixl assessments are used to identify gaps in knowledge. Where needed intervention is used to support in closing the gap.

Cultural Capital:

- Opinions through discussions and presentations.
- Listening to other's opinions and responding sensitively.
- School library to engage in a variety of texts.
- Theatre trips and speakers.

Professional Development:

Pixl assessment for closing the gap

School Training programme

CUSP observations and support from local primary schools for the implementation

Professional discussions around the development of our curriculum.

AR lesson observations.

Weekly curriculum meetings